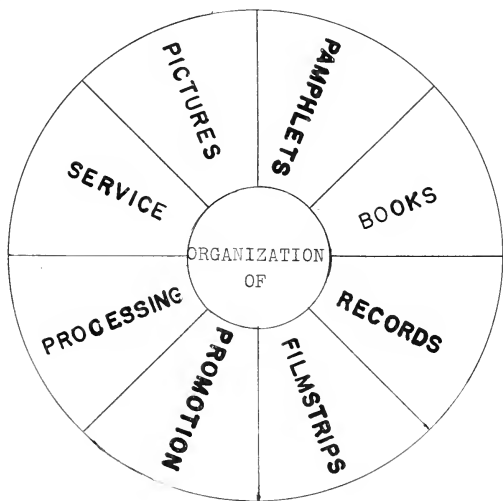


PROBLEMS OF LIBRARY ORGANIZATION

REPORT OF A WORKSHOP



SCHOOL OF EDUCATION
MONTANA STATE UNIVERSITY
MISSOULA, MONTANA
JULY 21, — AUGUST 1, 1958

Montana State Library



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PROBLEMS IN LIBRARY ORGANIZATION AND ADMINISTRATION

Report of a

Workshop for School and Public Librarians

July 21 to August 1, 1958

Directed by

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Roseburg, Oregon

and

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School of Education
Montana State University
Missoula, Montana

Price \$1.00

STATE LIBRARY COMMISSION
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INTRODUCTION

The purpose of this workshop was to bring together school and public librarians who had individual problems in library organization and administration. In working on these problems, all participants in the workshop could benefit from the work of their fellows. Each one contributed to the workshop; each one gained something from the contributions of the others.

The written reports included here are the work of the students. They were arbitrarily limited to a maximum of three pages, and were encouraged to combine forces where their problems were similar. The bibliographies have been separated from the papers and combined in order to eliminate duplicate entries.

One paragraph from Miss Trimble's fine introduction to last year's workshop should be repeated here.

The real value of a workshop is the opportunity to work on an individual problem, removed from the actual situation in which it occurs, but surrounded by tools with which to work out its solution; by people experienced in the same general field; and with leadership to guide one. It is interesting to note that the individual problems have given remarkable coverage to the general area.

Certain general discussions of common problems are not reported here. Many new insights have undoubtedly been gained through informal conversations which may in part be attributed to the workshop. The final test of a workshop's value will be the concrete results shown in individual libraries. A workshop sows seeds, but the harvest will be elsewhere.

The School Library and the School Administration

Whenever a good library situation exists, there will be found a school administration and faculty actively supporting the school library program. An administrator who is aware of the importance of the library as an integral part of the entire school program realizes his responsibility in assuring adequate housing in terms of the program to be carried out, in providing the necessary equipment in terms of books and non-book materials, in selection of the best possible personnel, in providing an adequate library budget, in interpreting the library to the public in terms of services rendered, and in developing a definite program whereby students and faculty can be stimulated to make use of the library program.

The purpose of this paper is to present specific ways in which the librarian can, through suitable public relations with the administration, be of service in some of these areas.

1. The best possible public relations is to give good library service and to work with the administration and the teachers to create a real learning situation for the pupils.
2. Make an effort to maintain in the superintendent's office adequate and up-to-date statistical information about the library. These reports can be most helpful in interpreting the library to the public.
3. Monthly or semester reports to the administration may be formal or informal as required but should emphasize the service aspects of the library rather than the mechanical work accomplished by the librarian. Reports of effective use of the library by teachers and pupils make for better public relations than statement of work accomplished by the librarian. After all, effective use of the library is what we are striving for.
4. Use the American Library Association regional and state standards as a measuring stick for annual library reports and as a basis for planning improved library service.
5. Selection of library materials should be a cooperative undertaking of administrative heads, librarians, supervisors, department heads, teachers and pupils. All should share if the library is to function effectively. Purchases should be carefully analyzed in terms of the needs of the curriculum. Skill in analyzing book expenditures against standards suggested by accrediting agencies can point up to the administration that, through intelligent book buying, the library is developing a long range plan for building a good book collection.
6. With the help of teachers, supervisors, and administrators, set up evaluative criteria for the library. This may be in the form of questions which may be used to evaluate the efficiency and adequacy of the school library program.

7. Ask the advice of the administrator on the library problems. He may have excellent ideas.
8. Suggest to the administrator new books, films, or recent articles he may find useful in promoting the professional growth of the teaching staff.
9. Send the administrator copies of library news published in school or local papers.
10. Encourage opportunities to visit the library--informal visits, special meetings in the library, and occasional coffee hours.

---Dorothy K. Morgan.

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Motivating Teachers to Use the High School Library

According to Rossoff, who has made a study of the use of the library in high school teaching, three factors contribute to the success of a school library program. . . But the most essential partner in this educational enterprise is the classroom teacher.

The classroom teacher determines the success or failure of a library program, or of any educational program. It is the classroom teacher who most strongly influences the quality and amount of library use by pupils. He initiates and follows up library activity. He establishes for the pupils a relationship between what they are doing in the library and what is going on in the classroom. But many teachers do not know where the library fits into their teaching program. Ethel Garber has suggested that teachers need help in learning to make effective use of library resources for themselves and their pupils. Library service must be made meaningful. But how?

In the first place, I would say, all teachers must know what is in the library; secondly, in their department. Then they must know what is in the books. The teacher who fails to take advantage of the library resources and to employ its services to the fullest degree is denying himself valuable assistance and depriving his pupils of many effective learning experiences. Collateral reading and parallel study can enrich any regular class program.

According to an Ohio high school supervisor, the higher the circulation of books, the more alert is the instruction. A high school falling below standard in its classroom work usually lets down first in those subjects which involve extensive use of classroom material. As a result, the use of the library becomes a barometer of the educational program; when one desires to make a brief survey of the instruction in a large high school, the library is a good place to begin.

The teacher and librarian working together can be a winning combination; here are some suggestions for working together effectively.

1. Make materials easily accessible.
2. Send lists to the teachers at regular intervals and make them attractive in format.

3. Visit with the new teachers in the fall and make them aware of the facilities and feel it is their library.
4. Advise teachers of new materials promptly.
5. Handle sudden requests efficiently.
6. Open the library to exhibits from other departments.
7. Urge the teacher to stay with her class and to captilize on the opportunity to make her aware of library materials.
8. Get the teacher to share the responsibility of ordering new books and other materials.
9. Createan awareness of the library through publicity and displays.
10. Conduct surveys with teachers and pupils.
11. Be skillful in relations with teachers. Remember you are a teacher, too.
12. Plan units of work with the teachers.

Co-operation leads to actual achievement because everyone is working together to get a job done, and dealing concretely and happily with teachers is, or should be, one of the most rewarding facets of librarianship.

---Frances Dehnert Wells

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How May the Library Sell Its Wares to The Student?

We hope that the library and the librarian have been successful in selling a well-developed program to the administration and to the teaching staff. We hope that the principal and the teacher move to make the library of prime moment in the school program. Now if the student is also sold on the idea that his school library is a fine place for learning, then all might be well. But, woe if he learns that his library is a sad place, a strange place, a place not for him.

No matter what cooperation the administration and the staff give us, and no matter what lures we use to get students into the library, our usefulness will depend on the materials we have to offer and the manner in which we offer them. A first job is one of materials selection. No matter what the student's problem, can we give him some help? Can we keep him coming, keep him learning, keep him growing; can we help him satisfy his wants? The best publicity we can help to have is that which comes from a satisfied user. Our student is a member of our democratic culture and a contributor to our democratic culture. He is also a future taxpayer, and we need his good will.

We never know just what area of our library resources we will be called on to offer. Atomic energy and leisure reading, rocket problems and dating problems-- these problems arise. Our library and our school must meet the needs of the

retarded, the average and the gifted. We must know and consider the varying interests and backgrounds of the students. In more ways than one is the school librarian a counsellor. He is the agent of the administration and the teacher and the pupil and at the same time he is a leader. Just as administrative, teacher and pupil activities are directed toward making education worthwhile, so must these three agencies cooperate to make the library the most effective agent of the school.

Of the devices and situations which help to promote the use of the library, these seem to have value:

Do the materials fit in with curriculum needs? If this may be answered in the affirmative, then students will come to the library and will urge their friends to come too.

Do the library materials satisfy extra-curricular needs? If this is so, word of mouth publicity will result.

Posters and displays. These may be because of a good idea, a holiday, a special event, a worthwhile movie, or just because. The advantage is that many times something which catches the eye will many times catch people too. With the availability of peg boards, three dimensional letters and other materials, there is no need that the librarian be a finished artist. Use the art department resources of people and ideas. Make displays of the work done in other departments.

Reading lists and suggested reading. Much of the reading that is done is in addition to that which is required. Available book lists and reading lists may allow for self-guidance at the student level. Books For You and Patterns in Reading and like materials should be available. How-to-do-it books may give guidance to a pupil in obtaining material to follow his particular hobby or interest. Lists pasted in books which direct the reader to other books which may be liked may be of service. The furnishing of book markers with lists of additional books in the same or related areas can do a lot of selling of library service.

Teen-age problems. A section where young people with "problems" may find reading and materials which will help them with these problems can be a valuable library resource.

Newspaper publicity. If there is a town or school paper, see that good news about the school library and its activities and resources are regularly inserted.

Book talks. Many times there is an opportunity to talk about books and materials in the library. Whenever you do this, you are selling the services of your library.

Library assistants. An organized group of boosters who get profit and fun from their association with the library is a wonderful publicity resource.

Book or library clubs. Peer recommendation is probably much more effective than any other publicity.

Reports. Reports may in some cases be a chore, but they may contain much which could well be classed as "public relations" material. Give attention to pupils and their activities to increase the student's feeling of belonging.

Cooperation with other library resources. Work with your other libraries. The more talk there is about your service, the more chance there is to serve your student and teacher public.

Audio-visual aids. Even if your library is not the center for this sort of material, make use of these aids in teaching library usage and appreciation.

Service to the home. At gift time, or when encyclopedias are to be purchased, your library may have guides valuable for prospective purchasers. Let it be known.

Let us not forget that our users are our best supporters, and that the library is for all the school community.

---Lawrence W. Hodges

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CHAPTER II. STUDENT ASSISTANTS

To Obtain Future Student Library Assistants by a Recruiting and Orientation Program.

The librarian is faced with three types of students taking instruction to become student library assistants. They are: (1) the student who has no interest but only the desire to get away from a boring class or a dull study-hall; (2) the student who has the particular interest and desire to become a student library assistant; and (3) the student who intends to become a professional librarian.

Good student library assistants seldom just happen. The librarian should plan an overall program that not only assures her of having efficient student assistants but at the same creates interest in the library and to develop a helpful social attitude. To accomplish this, the librarian must do a real selling job. If you have an intense interest in your work and a sincere faith in its importance, selling the program will prove to be successful.

Begin the program in the junior high school. Get the cooperation of the teachers so through the various subjects the uses of the library can be shown in an actual classroom situation. You should plan your program to cover the three junior high school years so there is a continuity of interesting work and activities appealing to the particular age group. Careful planning and building through purposeful activities produces a suitable background for future student library assistants.

The program should be set up to provide for a series of graduated experiences from the most elementary task to the more technical, educational, and administrative functions of the library. The student must operate in every area of the service.

Mary Peacock Douglas in The Pupil Assistant in the School Library suggests a recruiting leaflet. This leaflet lists not only the basic interests and duties but also the rewards of a student assistant. A formal application questionnaire is also given. This gives beneficial and permanent information for the librarian as well as instilling in the student an awareness of the importance of the position. They love this feeling of importance and also acquire the actual experience of giving pertinent information needed to apply for a position.

You will find that actual student participation in the planning of purposeful activities creates an interest in the library. Cartoons concerning library manners, bulletin board and book displays, book reviews in the school paper, quiz programs, skits concerning the library, and the book selection for CARE packages are a few worthwhile activities. If you have access to an opaque machine, profit from the experience of the motion picture industry by presenting "teasers" concerning books. Particular passages and illustrations from the books will create a desire to see and know more about the books in the library. Most of these activities can be used to advantage to supplement the curriculum and bring to the classroom teacher a better understanding of the uses of the library.

You should plan your recruiting and orientation program around the curriculum of your school. Book mending, handwork and art work can be taught in the craft classes. The construction of a book cart or additional book stacks can

be made a project for the manual training or shop classes. Book reviews, book selections for CARE, skits, panel discussions are activities well suited for the social studies, English, foreign language and science classes.

The late Will Rogers once said, "I can resist anything but temptation."

Librarians make your program tempting.

---Elnora D. Steeples

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Scheduling the Instruction of Library Assistants to Prevent Exploitation.

Every in-school activity must have real educational value for the student. Morally then, any faculty member must provide the best possible educational experiences for students. Can library work provide the best possible experiences, or will it be an exploitation of the student? Will the student be used on routine jobs that stultify imagination and destroy any interest the student may have in the world of books? Careful scheduling of instruction can avoid these possibilities.

"Do the educational ends justify the means?" This is the question to be considered in all steps of scheduling instruction for library helpers. The librarian must constantly ask, "What is the educational value of this task? What progress in learning will this particular student make? How long may I conscientiously keep this student at a given task?" Because every school experience must foster educational growth, the librarian must provide means of growth in experiences of a varied nature. The student's acquaintance with books, processes, and methods should hold future value not only in becoming aware of procedures and contents, but also in social contact with other students, in stimulating interest in reading, in giving life to what might otherwise become a "storehouse for books."

Scheduling for library work must not be a "hit and miss" hurdling over areas, but rather a planned study of each area. Mastery of one skill should logically lead on to the next. Each schedule adopted must be a bonafide educational project as well as a social project, a program carried on by a group with sections of work done by individuals and reviewed by the group. By self-evaluation, by the instructor's evaluation, and by helping less experienced students, many valuable lessons will be learned. Thus flexible scheduling will allow for special needs.

Suitability of types of work for projects or units of instruction in the library might be judged by the following criteria in order to avoid exploitation:

1. Will the skills involved be effective educationally?
2. At what point will the work become mere routine without educational value?
3. Should the library teach handicraft, or should this type of work be delegated to a handicraft class if possible?
4. Is training in the ideal of helpfulness of sufficient importance to warrant the organization of work as a project even though the skills

involved are of negligible value to the pupil and mean much time in supervising and teaching to the librarian?

Programming of clerical process instruction might well be judged in the following ways:

1. Does the work done by the student relieve the librarian of duties, or does it add to her responsibilities?
2. Does the work have new educational value or does it involve skills learned previously?
3. Can the librarian avoid saddling a capable typist with too much typing when that student deserves a variety of work in all areas as much as those incapable of typing?

These things library work can contribute to the student assistant. It may well be pre-vocational training for a future librarian; it allows for exploratory experience, for future clerical ability, and is valuable training for college information searching.

A schedule of instruction which is on a nine months' basis so that opportunities may be furnished to all, which in turn may be broken down to a weekly basis, or a daily basis, seems the best answer to the problem of preventing exploitation.

Nine Months' Schedule for Library

September: Orientation Program

1. Acquaint student assistants with classification of books and general arrangement of the library.
2. Review for familiarity with card catalog, Reader's Guide, and other commonly used reference tools.
3. Review how to use a book, table of contents, index, appendices, and bibliography.
4. Teach rules and regulations and general library policies as well as the awareness of proper library atmosphere.

Circulation Services

1. Charging and slipping books. Shelving and discharging.
2. Magazine charging and collecting. Filing old copies.

A noon hour meeting at the end of the second week will be held to discuss problems.

October: Processing of new books

1. Checking invoices, opening and collating books, stamping ownership, book pocket pasting and accessioning. (There will be about 150 new books on hand to work on.)

November: Helping students to find books

1. At this point student assistants should be encouraged to learn where to find materials, filing, alphabetizing, shelf reading, and above all, to read.

- December: Minor repair techniques
- January: Typing and filing catalog cards, especially for senior students.
- February: Discussion of books; this may include books read or not read by students.
- March: Personal values received. Give the students an opportunity to tell of their accomplishments in leading others to read.
- April: Ideas for next year's program. A suggestion committee for improving service.
- May: Inventory: Students help with physical and book inventory and storage.

---Constance E. Cammeron

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Duties of the Student Librarian

It is my belief that the main objective of the school librarian is to offer personalized services to the students. To offer effective library service, there are certain mechanical tasks which must be performed. With the tremendous work of the librarian, it is almost impossible to do an effective job without student assistance. With this in mind, organized pupil assistance can be of greatest importance.

Pupil assistance loses its effectiveness whenever the pupils fail to gain an educational or social experience. If work is carefully planned, the library can offer pupils an opportunity to test ability along clerical lines; to develop manual skill and accuracy; to have experience for those expecting to study for the library profession; and for others, training in citizenship.

Listed below are some of the duties that may be performed by student assistance. Many of these duties may be carried out by students alone after they have learned the process involved. Others may be performed under strict supervision.

- A. Books and materials
 1. Pasting in pockets
 2. Stamping ownership
 3. Opening new books
 4. Cleaning books
 5. Mending books
 6. Typing book cards and pockets
 7. Marking books
 8. Reading shelf
 9. Typing letters, lists and cards
10. Assisting with preparation of order
 - a. Arranging order cards
 - b. Distributing and collecting order cards among the faculty
11. Shelving books
12. Circulating, charging, and returning books
13. Sending overdue notices

14. Clipping, preparing, and filing clipping pictures
 15. Preparing newspapers and magazines for use
 16. Taking inventory
- B. Room arrangement and publicity
1. Dusting books, shelves, desk, tables, etc.
 2. Arranging flowers, and caring for plants
 3. Adjusting window shades and ventilating room
 4. Keeping books upright and in order on shelves
 5. Keeping tables and chairs in order
 6. Checking attendance
 7. Preparing posters, bulletin boards and arranging displays
 8. Making scrapbook of school activities, authors, etc.
- C. Publicity outside the library
1. Arranging library assembly programs
 2. Editing library newspaper column
 3. Giving book talks
 4. Interesting other school groups in library

The student's efficiency in performing these duties will depend upon many factors. Some of the predominant factors are his interests in library work, his age and his ability to do his work well. It is the librarian's discretion to determine the students best suited for a particular duty.

---Gerethie Cameron

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Considerations in Setting Up a Procedure Manual

One of the major problems of any teacher-librarian is the one of making effective use of the student help that is given to him to enable him to keep the library open during the entire day. The device that I consider will give me the best possible aid is the one of setting up for my school a manual of procedures.

I need a manual in the school library because while I am absent from the library and in the classroom, the manual can serve as a guide for the student librarian. In case he forgets a routine procedure, the manual is his aid.

A manual will fix the responsibility for particular duties that oral instructions fail to do. There can be little or no misunderstanding if the duties are clearly outlined and are there for the student.

A manual will help me obtain a more even flow of work. If routine questions can be solved by reference to a manual, the work that needs my direct supervision can proceed.

A manual will be a wonderful teaching aid. The duties and procedures are there so that none is skipped or given in a vague manner. If the student can both see and hear what he is supposed to do and a demonstration of the procedure is given at the same time, the value of the manual as a teaching device for the librarian is readily seen.

The manual has the additional value of giving any possible successor a report of how things have been done. This can be a great aid in setting up a new program.

Now that the need for a manual in the business of running a library has been established, there remains the question of how to be sure that one is setting up a good one. I think if the following characteristics are kept in mind, the resulting manual will be successful.

A good manual should be understandable. The instructions ought to be stated in such simple non-technical language that even the beginning librarian understands. If a technical library term is used, it should be explained.

A manual ought to be definite. Step-by-step directions ought to be given when the manual is describing how a particular job is done in that library.

The procedures in a good manual have been carefully thought out. For instance, in the rather simple procedure of charging a book, the following steps are given:

1. The student checking out the book removes the loan card, signs his name and presents both to the library assistant.
2. The library assistant stamps the book, the book card and then places the card in front of all the cards in the card file awaiting filing.
3. The library assistant hands the book to the student.

This procedure differs from the one previously used in that the card never leaves the librarian's hands after she takes it from the student. The student also has the responsibility of taking the card out of the book and signing his name. Formerly the librarian handed the card to him. Thus two movements in this simple routine have been eliminated, and the book card is always in the hands of the librarian.

A good manual is available. No matter how carefully thought out the procedures may be, if they are hidden away in the office safe they are not going to be of any use.

A manual to be of permanent value to the library will be one that can be changed. New ways of doing things may be thought of. New equipment may be added. Changes in the school schedule may happen. Any of the above would necessitate a change in the manual for the library.

I would like to conclude that setting up a library manual forces the librarian to think through his entire program. If the manual had no other value, this one necessity would, in my opinion, justify the expenditure of time and energy on the part of the librarian. The teacher-librarian in particular, is one that finds himself occupied during the school year with so many concerns outside his library, that if he doesn't have an exceptionally well-planned routine in the library, that spot is going to suffer. If that happens, the entire school suffers. A good manual then, will benefit everyone in the school.

---Mabel Van Haverbeke

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Manual of Procedures for Student Library Assistants

Why we need a manual. A well-organized manual for student library assistants will help the librarian train the assistants by clearly defining their duties and responsibilities. It will serve as a reference and will be very valuable to the assistant in learning routines of library procedures. We believe that it will be a time-saver for both librarian and assistant.

Characteristics of a good manual. A good manual will contain only routines of procedure which have proven to be effective. If routines are good, they increase the effectiveness; if not, they detract from it. Before library routines are included in the manual, we should study them carefully. The steps in the routine should be co-ordinated and an even flow of work secured. Duplication of work should be avoided.

A good manual should be accessible. Every student assistant should have a copy in her possession. There should be extra copies in the library.

The manual should be up-to-date. If the practice is allowed to become at variance with the manual, it loses much of its value. An effective manual must give clear-cut directions for every routine.

Organization of the manual. Introduction: Since this is your school library, you will want to become acquainted with its material and arrangement so that you may give your very best cooperation to help make it one of the finest libraries in the state.

In order to do your task well, you will widen your acquaintance with library books, the guides which will help you find materials and help you evaluate books. Promote good will toward the library. Help to make it a place that students enjoy for the resources and for the environment.

A. Qualifications for Student Library Assistants

1. Must be in good standing with all teachers and with the principal.
2. Must show an interest in doing library work.
3. Must be willing to attend all meetings for library assistants.
4. Must be courteous at all times.
5. Must be neat.
6. Must be dependable.
7. Must be a good citizen.
8. Must serve at least a semester.

B. Library Clubs

The library club will meet on the first Monday of each month. These meetings will be held the same time as other class meetings and club meetings are held.

C. Housekeeping Duties

D. Mechanical Work

1. Processing the book--under supervision of the librarian.
 - a. Hold the book with its back on the table.
 - b. Press the front cover down until it touches the table.

- c. Press the back cover down until it touches the table while holding the leaves upright.
 - d. Press open a few pages at the front and then the back until all have been done.
2. Ownership stamp
 - a. Stamp the title center top.
 - b. Stamp secret page center top. The secret page for this library is 99.
 - c. Stamp last printed page at bottom.
 3. Book pockets
 - a. Paste the book pocket on the inside of the book cover unless there is a picture.
 - b. Librarian will give directions for special books.
 4. Date-due slips
 - a. Paste the date-due slip opposite the book pocket, or in the place the librarian assigns.

E. Charging Books

F. Preparing the Circulation Record at the End of the Period

G. Shelving, Shelf-Reading

H. Charging Material from Vertical File

I. Making out Book Overdue Lists and Slips

J. Helping Other Pupils Locate Materials and Books

K. Magazines

---Virginia Hawk

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Organizing a Library Club

In the past decade schools and educators have become aware of the importance of the library as a focal point in the educational system. Future Librarian Clubs are being formed in many states. Even Western Montana can boast of the first of these organizations in the Northwest, due to the enthusiastic leadership of Richard Darling, Professor of Librarianship of our University. From a beginning of seven schools, there are now eleven with an enrollment of 77 student librarians.

On a local level some high schools have organized a library club as a part of their regular school sponsored clubs. This club is a means of developing interest in the library and it can be an instrument for promoting or encouraging students to choose librarianship as a future profession. They must feel the career is essential and that it offers a challenge.

Here is the outline of a library club designed for Hamilton High:

Membership

The club may be composed of those students who are librarians for the current year, those who have been librarians previously, and anyone else who likes books and likes to serve others.

Purpose of a Library Club

1. To improve library service in the school by training students for assistants in library techniques.
2. To encourage a greater interest in books and the library by stimulating reading interests.
3. To offer an opportunity for social activities by developing friendliness and cooperation among library workers.

Objectives of the librarian as club sponsor

1. To provide library experiences that will result in knowledge.
2. To help students become skillful and resourceful in the use of the library and books.
3. To provide good social experiences where learning becomes fun.

The offices of the Library Club

1. The officers of the club, elected by a majority vote shall be: president, vice-president, secretary-treasurer.
2. Committees of the club shall consist of:
 - a. A program committee with a program well-planned in advance and posted on the bulletin board so that each member will be ready when the time comes.
 - b. A general committee composed of three persons who are responsible but who may draft others to act as book chairman, magazine chairman, and scrapbook chairman.
 - c. A publicity committee which keeps the local papers, and the school paper informed of its meetings and activities. It also has charge of bulletin board displays, posters, etc.
 - d. Social committee plans for all social events parties, banquets, refreshments, and games.
 - e. Corresponding committee who will be in touch with other library clubs and foreign groups if possible.
 - f. Room committee who sees that the room is attractive and tidy.

The club meeting

1. The business meeting of the club will be conducted according to Roberts' Rules of Order. Roll call can be answered by title of books and author which they are reading. After the formal business meeting, time must be given for an open discussion of problems which have arisen such as discipline, lost or overdue books, suggestions for changes, restricting certain people or groups from library, new projects, ways to improve service.
2. The program:
 - a. In order to help the student librarians become skillful and resourceful in the use of the library and books, the first part of the program must be a phase of library science, as (1) history of books, printing, illustration, parts of a book; (2) the Dewey Decimal system, shelf arrangement; (3) cataloging a book and use of card catalog; (4) use of reference books, dictionaries, Readers' Guide, encyclopedias, yearbooks, etc.

- b. The second part of the program can be entertaining and fun. It may consist of book reviews by a student or some adult, exhibits of new books, games and contests involving the library, exhibits of old books compared with the new, an exhibit of neglected books from the library, really good books that students don't read, and a discussion of basic books for the home. Pupils gain worthwhile ideas and appreciation from these discussions. Surveys may be taken of the number of paperbacks, books, dictionaries, and reference books in their homes. Before the club meeting adjourns and refreshments are served, let each club member mend a book. This activity is part of each meeting.

"The value of a school club program will depend upon two criteria: (1) The service the club program renders the school; and (2) the service the club renders the pupils." (C. F. Allen. Clearing House.)

At the end of the school year, each officer may report upon the duties of his office on work accomplished and upon ideas for next year.

Let the club secretly vote on the librarian of the year, one who has rendered the greatest service to the library.

The last meeting will be a book banquet where each student will come dressed to represent some book in the library. Prizes and awards for service, contests and for departing seniors will be given.

The success of any library club depends upon the librarian: she must be the type of person who has not lost her enthusiasms in order to lend a hand and act as a guide to keep the club active and interested.

--Mary S. Glass

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The Allocation of Duties and Division of Responsibility for Student Help in the Junior College Library (Based on an actual junior college).

Library administration at the junior college level requires pre-planning of detailed duties, especially in the allocation of student help to particular jobs, and division of responsibility. The problem is different from that in high school in that the student is working for pay.

In the library with which this report is concerned, the head librarian is directly responsible for allocating student duties and defining the responsibility for each. She is aided in their execution by the fact that work in reading room, at circulation desk and in relation to periodicals and periodical room is under supervision of the associate librarian. The head librarian directly supervises the elementary school library operated by student help as a part of the college library.

College level student helpers must have been approved for dependability, extra-curricular interest, use of money, experience in library or other work. Reports of students are on file.

When students report after interview, they are given definite job information and exact assignments with direction sheets and manuals. Special abilities are recognized.

A biennial budgeting system, divided on quarterly basis ahead of time makes long-time, definite job assignment necessary. Since the budget is too small for the work it is to make possible, great care must be used in job assignments. The "\$2000-Irregular Help" item must do work worth from two to four hundred dollars more.

General distribution of student duties in the main library as suggested by last year's reports, follows a weekly distribution pattern by hours divided into five main fields of work: cataloging, 12; circulation, 13; processing, 8; publicity, 3; reference, 5; (total 41 hours). Flexibility of time use was allowed within the jobs included in this fields.

Job lists posted for the week (set up over the year) would be in chart form, hour by hour. One person should always be on duty at the desk with added help in rush hours.

---Grace D. Baldwin

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CHAPTER III. VERTICAL FILE

Sources of Materials

Sources of pamphlet materials cannot be exhausted within the scope of this paper. My purpose is to give a few representative sources and a few guiding principles with regard to selection. N. O. Ireland's The Pamphlet File in School, College, and Public Libraries is comprehensive in its listing of sources, subject headings, and handling of this material. Sources include: H. W. Wilson, The Vertical File Service Catalogue; Weekly List of U. S. Govt. Publications; Monthly Catalogue of U. S. Govt. Documents; Monthly Check List of State Publications. Pamphlet lists are included in a wide variety of periodicals, especially in the library and educational professional magazines and business publications. The High School Standard Catalogue Supplements continue to list pamphlets but these have been discontinued in the cumulative volumes. The Children's Catalogue does not list pamphlet material. Bruce Miller, Box 369, Riverside, California, lists sources of free and inexpensive materials as does the George Peabody College for Teachers, Nashville, Tennessee. The A.L.A. Booklist also carries a department on such materials.

The vast amount of unsolicited, so-called educational material from commercial, service and special interest organizations requires careful screening before being included in the file. One should be especially aware of the danger of disguised propaganda, and of material directed toward the special interests of the publishing organization. It is wise to include material on both sides of controversial topics. Such material may be circulated with a warning to the reader that it is liable to be slanted. "The reference file (should) represent a consistent policy of careful section, regular weeding, and discriminate balance in all subjects."

Clippings. The word "discriminate" applies even more emphatically to clippings, for which "Everything in Print" has been suggested as a source. Magazines, especially those which are not indexed individually or in the Readers' Guide, are one major source; sample copies, state publications, trade journals, often contain items which would be more available in the clipping file. The best local paper should be reviewed for items of local historical and biographical interest; one librarian made a collection of obituaries which proved of historical interest in the course of the years. Items of county and state historical interest should be clipped including information on important legislation from a paper published in the state capital. Papers of national circulation, such as the Christian Science Monitor, contain features of enduring interest in the fields of history, science, social science, biography, and the humanities. News of high current interest may be clipped for immediate use and discarded shortly. In selecting file materials, the rampant clipper needs to keep in mind the probable demands of the curriculum though school activities and hobbies may influence her choice. The important thing is to realistically "justify every item." Small items of relatively permanent value may be gleaned from books or pamphlets otherwise ready for discard. The clipping file should represent material not to be found in the book collection or not available through indexes. Clipped material may be kept for a short time and then re-evaluated before mounting; in this evaluation, as in weeding, the advice of teachers in the department which might use the material can be of great help to the librarian.

---Marjorie Ryan

Organization

The vertical file is the cabinet which includes pamphlets, clippings, and pictures. It provides a source of valuable material at your finger tips, and it is said to be a time saver, money saver, space saver, and sometimes a life saver.

Some points to be considered when establishing a vertical file are: (1) the initial size of the collection and probable rate of expansion, (2) the minimum and maximum size of materials available, (3) the money available for initial equipment and annual budget, (4) the space available now and in the future, and (5) the staff time which can be devoted to filing and maintaining.

In a small school a deepdesk drawer, a packing box, or a fruit crate may serve as a vertical file until something better can be obtained. However, a legal size filing case is recommended. The standard vertical file is four drawers high. The inside measurements vary somewhat but are approximately 10½ inches high, 15¼ inches wide, and 24 inches deep. Ball bearing slides are important. Some furniture supply houses which provide these are Gaylord, Demco, or Remington Rand.

In the preparation of material for the file, mark articles of permanent and current interest in magazines, newspapers, and pamphlets. Re-evaluate this selection before clipping. Indicate on each clipping the source, date, page number, and general subject heading along with the library's ownership stamp. It is recommended to mount only materials of historical value or those which are greatly used. Materials too large or lengthy to mount should be stapled together. Envelopes may be used for small clippings. Subject headings may be obtained from the Readers' Guide, the H. W. Wilson Vertical File Service, or N. Q. Ireland's Pamphlet File. A dictionary arrangement under subject heading is suggested.

There are many different kinds of vertical file equipment available, but metal tab guides for the alphabet letter and main subject divisions with heavy manila folders are recommended. Headings for folders may be either lettered neatly in black ink or typed on slips and pasted onto the folder.

A catalog card with the subject heading on it and a note that this material will be found in the vertical file should be made and filed back of all the regular cards on this subject in the card catalog. No information about the material itself needs to appear on the card other than a notation to indicate that it is a picture, clipping, or pamphlet.

Except for materials which have a cost value, vertical file items are usually charged to borrowers by number of pieces. The subject is written on a regular book card and the number of pieces loaned is indicated in pencil. The borrower signs the card and receives the material in a folder or envelop. When the material is returned, it is counted and the penciled number of pieces is erased from the card. If some of the material should be missing, the loss is not great. Expensive items should be treated as books when they are loaned.

Frequent weeding of the vertical file is essential. All materials which are out of date, badly worn, or of little use should be discarded.

--- Margaret Frette

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Clippings

John Wyllie says, "Clippings are mavericks and need to be handled gingerly. Clippings are never simply clippings, but are something else as well. If clippings are worth microfilming or mounting, they are worth saving." If placed loosely in a drawer or a box, they become unusable anyway.

Power states, "Newspapers constitute the best day-to-day record of our civilization, so that the clipping file is an equally valuable source of this same material. Moreover, its classification arrangement makes the information more readily accessible."

Clippings supplement books, but do not replace them. Newspaper articles are less apt to be authoritative and of less permanent value.

Newspapers of large circulation often carry a "magazine section" on Sunday. These sections often have pictures that are of permanent worth to file. Special issues of local newspapers often carry articles or pictures of pioneers of the community, especially when celebrating anniversaries, etc.

Newspapers also provide pictures or articles of temporary significance which can be displayed, studied and discarded. Consider the worth before discarding it as it may be fitted into a topic of permanent importance and its very characteristic of being taken or written at the moment of action may add worth.

Small libraries that cannot afford to bind magazines should clip articles from their space-taking unbound magazines. Almost any magazine will have a few articles of reference value.

Great care should be exercised in the selection of material as it is easy to clutter the files with useless material. The chief purpose of clippings is to preserve local material of current or lasting interest which is not likely to be duplicated elsewhere. Material pertaining to city, county or state will possibly be useful.

The librarian should (1) scan the newspapers and magazines and mark with a red pencil all articles to be clipped; (2) if the subject is obvious, underline it; (3) indicate the source and date on the front of the clipping.

The assistant may then clip articles so marked. She should leave a margin all around unless adjoining articles to be retained make it impossible. Clippings which have frequent use may be mounted on Kraft paper, leaving approximately a one-half inch margin all around. Indicate the subject in black ink (not drawing ink) in the upper left hand corner of the mounting. This can be done when the article is on one side of the paper only. If there is more than one page of material found on both sides of the page, the suggestion was given to sew the pages into the folder on a sewing machine because the page can be lifted and read more easily. Self-piercing paper fasteners or staples may be used to fasten mounted pages. A three-holed notebook containing unruled paper was also suggested as a mounting for articles all on one subject. The subject heading is then printed with a stylus upon the spine of the notebook.

Material should be grouped into subjects. If there is not a great deal of material on one subject and it is not expected to be used much, the articles on the same subject may be placed loosely into a manila folder or a Kraft paper

envelope (mailing envelopes may serve the purpose), with the subject heading printed in uniform letters about one-fourth inch high in the upper left hand corner. These envelopes may be filed alphabetically by subject. If space is limited and money is not, clippings may be placed on 70mm film for permanent keeping. A legal size steel cabinet requires $3\frac{1}{2}$ square feet of floor space and the aisle and open drawers take three square feet more. The cost is about \$80.

A method of automatic removal of obsolete or inactive materials was suggested by Margaret Odell. Users of the material placed a symbol appraising values of information as being "P" for permanent, and "T" 1,2,3, years indicating the length of time they felt the material should be kept. Colored cards or tabs were affixed to show what was to be removed each year. Inactive material was to be transferred to a storeroom. (It might as well be discarded in many cases). This weeding process is more needed in the clipping file, perhaps, than in any other part of the vertical file.

---Mrs. Arline Child

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A Picture File

A picture file will aid teachers of social studies, geography, art, history, English, costume pictures will please drama clubs. Pupil nature lovers will enjoy wandering among flowers and loitering in forests inhabited by gorgeous tropical birds. If you are persevering, you can have English literature from Chaucer to the present time accompanied by pictures of famous people, castles, cathedrals, events, and landscapes.

To make these picture collections, a file of National Geographic Magazines is absolutely necessary. Charles Underhill, director of the Public Library in Corning, New York, says that the Geographic file has the most requests. He explains that for a few cents a pound, waste paper dealers will sell discarded copies of Geographics that they obtain. Often a file covering many years will turn up when a subscriber dies or moves away so the customer should call the waste paper dealers every few weeks.

National Geographic issues since 1930 are best because of improved color photography but earlier issues are rich in nature paintings, costumes and history. The captions are especially good, accurate, and compact. Life Magazine has excellent color sequences and sometimes the Saturday Evening Post and Time are useful. So also are Holiday and collections of Perry Pictures. Because Geographics are the cornerstone, file them in chronological order and circulate them in magazine form while the picture file is being built up, and permanently keep a good set of separate issues with an index for reference and circulation. This index is "Handy Key to Your National Geographic; Subject and Picture Locater, 1925-1955."

When you start cutting, keep the articles in packs by continents. Use Manila tag board 200-250M weight, cut 9"x12" or 9"x6." Put the heading at 9" height regardless of whether picture is to be displayed vertically. Rubber cement is good but it sometimes stains thin paper. Have a second file for oversize and other unmounted material.

Countries are filed under continents, except United States, Canada and Great Britain which are filed separately. For all countries the following

scheme is used: agriculture, antiquities, architecture, art, cities, commerce, costumes, history, industry, people and customs, physical features, plants and animals, and so on through forty-four main divisions, many with sub-headings such as "Asia. China. Industry. Lumber." By this method a request, for example: "scenes of lumbering," can be quickly searched through many countries. This method is better than filing everything indiscriminately under the single heading "China."

Put library stamp on backs of pictures, circulate to classrooms, check out in large envelopes. Keep slip to show number of pictures, subject, teacher's name, date borrowed.

---Rosalia Burns

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Uses of the Vertical File

Materials in the vertical file are circulated to teachers or classrooms, or to students in need of pictures, pamphlets, clippings, or maps for work on special reports or art projects. To the teacher, these articles furnish enrichment or clarification; to the student, resources often not available elsewhere. Schools with a limited budget, with special interest and core-curriculum classes not using textbooks, make use of the pamphlets and clippings. The teacher may notify the librarian in advance of her needs and the librarian prepares the materials and presents them to the class on arrival.

Following are some uses of each division of the vertical file.

Picture collections. Many teachers, if pictures are available and easily located, use them to illustrate topics in the daily routine of classwork, or for seasonal and subject-matter displays. It is the librarian's responsibility to publicize the collection if she does not want it to lie unused in the file. Some teachers, if informed of its existence, come freely to the library to borrow from it; others, pressed for time or seeing little value in pictures, use them if the librarian keeps in touch with the course of study and supplies the materials herself. Often she has to arrange the display; the pictures should be placed at the right height for the students who will enjoy them and shown prominently on an uncluttered surface; if a blackboard molding is used, they should not be surrounded or crowded by classroom projects.

For art classes, examples of good design, reproductions of paintings and sculpture, views of architectural and scenic beauty, costume, nature study, portraits, and illustrations of different kinds of drawing and painting are valuable.

Home economics classes use illustrations of costumes, fashions, home furnishings, interior decoration, fabrics, pottery, and pewter.

Dramatics classes and play casts demand illustrations of costumes of many periods and lands, scenes of plays and motion pictures, posters, pictures of famous actors, and stage settings.

Pictures of historical scenes and famous people, architecture, mythological subjects, scenes from books and plays, scientific phenomena and discoveries, are valuable in geography, social studies, history, science and literature.

Pamphlets supplement the book collection, presenting the latest material available. Often the subject matter of a pamphlet may not be offered in book form for a year or more after it is of use. Some subjects of value are: biographies of living people, holidays, travel, vocational guidance, hobbies, scientific discoveries, and current events. These materials are used by students for reports, debates, term papers, and pleasure reading. Teachers will find them useful to supplement textbooks, and to present matters not yet in books. Individual department collections are not recommended as materials need to be centrally located, to be used by all departments, and to avoid unnecessary duplication. Many pamphlets are of use in several fields; for example, food pamphlets may apply to home economics, chemistry, and biology classes.

Clippings. Magazine and newspaper clippings of book reviews, biographies, chronicles of local and national affairs and world history, are valued and used by teachers and students of history, geography, art, English and many other subjects.

Maps are used in history, geography, and economics classes to supplement the collection of atlases. Atlases are not loaned, but individual maps may be with small loss if not returned. The library may use them as decorations and permanent exhibits, to add attractiveness and meaning to book displays, and to lend. Historical and literary maps, and reprints of old maps, drawn in the Middle Ages or Renaissance, with cities and castles shown, attract by their quaintness and charm. In Maplewood, New Jersey, a map of the city drawn in its earlier years, is hung in the hall and is one of the main attractions of the library. Modern topographical maps of rural and urban communities, showing parks, public buildings and local attractions, may be hung on the walls. Maps of military campaigns, and those showing movements of population, the flow of cultural and ethnic groups, and trade trends, are very valuable. Maps of the ancient world, pictorial maps of Homeric and Roman wars and adventures, fit in with programs in history, literature, and classical languages. Modern highway maps, mileage charts, and population statistics, are often more up-to-date than material found in atlases. Weather maps, maps showing the economic conditions of a country, pictorial and treasure maps, charts of the heavens, geological and geophysical maps are a few of the special maps which instruct and delight library users.

---Velma Long

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Audio-visual Materials

In this discussion of audio-visual materials as related to the school library, we shall consider three areas: (1) selecting the materials, (2) preparing the materials for circulation, and (3) acquainting teachers with use of the materials.

To select audio-visual materials that will be of most value to a school, it will be necessary to (1) determine who should select the material, (2) establish criteria for choosing the material, and (3) know the sources of material.

It is generally agreed that the selection of audio-visual materials should be a cooperative enterprise; it should be done by all those who will be expected to use them--the librarian, the teacher, and the pupil. Margaret I. Rufsvold points out that "Teacher responsibility for selection is closely related to teacher use." The same might be said for pupils. There could be two reasons for this. The first is that since they had a part in selecting, they would know readily what was available; and the second is that they would want to see their selection be a success. And one measure of success would be how much that material was used.

To be in a position to choose the best material for any given school, one should know the philosophy of the school, its curriculum, and the individual needs, interests, and abilities of the boys and girls. One should understand the nature of the learning process and the needs of teachers and know what learning materials are available in the school so as to avoid duplication and to select in terms of relationship to what is already there. Learning materials are more effective if reinforced with others since few instructional media do the job alone.

When one is familiar with the above points, he is ready to inspect material for the purpose of selection--either purchase or rental. While previewing or auditioning the new material, he could profitably use the eight points for evaluating audio-visual materials suggested by Edgar Dale in Audio-Visual Methods in Teaching:

1. Do the materials give a true picture of the ideas they present?
Learning materials that present inaccurate factual data or distorted impressions will give students incorrect ideas. . . Photographers characteristically choose dramatic scenes--but students must see the normal as well as the spectacular if they are to get an undistorted impression.
2. Do they contribute meaningful content to the topic under study?
Materials may be accurate and still be unsuitable because they fail to advance our specific learning purposes.
3. Is the material appropriate for the age, intelligence, and experience of the learner?

4. Is the physical condition of the materials satisfactory? The condition of audio-visual materials should be satisfactory when they are first purchased or produced, and should be kept so. . . .we should expect that photographic material will be sharp and clear, and that the sound quality of a film or recording will be excellent.
5. Is there a teacher's guide available to provide help in effective use of the materials?
6. Do they make students better thinkers, critical minded? Since we are trying to develop maturity in thinking, we must reject instructional materials which make students more dependent, less mature.
7. Do they tend to improve human relations?
8. Is the material worth the time, expense, and effort involved? It is not enough to satisfy ourselves that a specific recording or broadcast has value. . . .The issue is whether a specific recording or broadcast is more valuable than something else that can be substituted for it.

There is a wealth of good audio-visual material available. There is only one way, however, to know whether it is good for a particular situation and that is to preview or audition it. In the bibliography are listed sources where one can learn about and secure available material.

The extent and type of preparation for circulation of the audio-visual material which a library has will depend on the quantity of this material and the size of the library. A large library with the material kept on open shelves or at least available to the student body or the general public will need something far more elaborate than the school library which circulates these materials only to teachers or class rooms.

Essentially, the material must have an ownership name-plate on it and some identifying number. Films, filmstrips, tapes and slides may use a letter symbol followed by an accession number; disc recordings might well use the manufacturer's number. Larger libraries may prefer to use a corresponding Dewey number.

Charging equipment can be the same as that for books, since most of these materials come in containers or folders which are not unlike a book. Filmstrips, however, because of their size, need some other arrangement and indeed, so much A-V material is reserved, an 8x11 reservation and charging card such as is illustrated in Rufsvold's very valuable book might be the answer for charging all audio-visual materials.

A shelf-list card should be made for all items in the audio-visual collection, showing pertinent purchasing information, but the cataloging will depend entirely on the quantity of material owned by the library. A duplicated, annotated list placed in the hands of the interested teachers will serve in many libraries. A larger library will require a number of cards for each item, however, typed on colored stock to distinguish the various types of materials and filed in the regular way. In either case the user should be informed as to the general content of the film or recording, the speed at which it must be played, and the approximate time it takes to hear or see it. In most cases, the subject will be the main entry.

As long as the library has the room (and it may have to make it by throwing out less valuable things) storage need not be a problem. With the exception of LP records, which require a wide flat surface, most A-V materials can be stored in the facilities found in any library.

If the teaching staff uses audio-visual aids only sparingly, the expenditure involved for the school would not be justified. For this reason, a campaign of teacher education is a logical first step in establishing an audio-visual aids program. With a few enthusiastic and competent teachers as a core, interest may be developed by the following means: discussion at faculty meetings; calling in an expert from a nearby college or university to explain the value of the program; visits to neighboring schools where the program has been used successfully; research in recent periodicals and books; observing classroom procedures of teachers who have experienced good results with these aids; and a planned period of in-service training for teachers who need to be taught the operation of audio-visual machines.

From this point, the librarian may do much to further acquaint the teacher with the materials available in the library and those he may secure through outside sources. To promote the use of these aids, the librarian must be constantly alert to what is going on in the classrooms. Learning that a teacher is about to begin a unit, the librarian might do the following: suggest sources of audio-visual materials and provide catalogs; instruct the teacher as to evaluation services such as that of the Educational Film Library Association; suggest up-to date information on sources of late films, recordings and film-strips; help to locate maps, pictures, and other graphic materials; keep teachers posted on educational and other broadcasts or transcriptions suitable to a teacher's field; make available recent pamphlets, periodicals, and books relating to teacher's area; promote effective use of all types of materials through faculty meetings and individual conferences; compile lists of materials; and arrange bulletin boards and displays.

Many teachers hesitate to use these materials because they are doubtful as to how to proceed. The following steps may be helpful to beginning teachers: preview of materials; teacher preparation through study of manual and planning of introduction to class; pupil preparation; use; discussion with teacher direction; clarification through second showing if needed; further study through use of books, periodicals, and pamphlets provided by teacher beforehand; follow-up activities; evaluation and modification.

The success of this program is largely dependent upon the librarian's skill in human relationships. As her skill increases, just so will her effectiveness in helping the teacher be increased.

---W. J. A. McPhail
---Elanche B. Valentine
---J. Carson Valentine

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A Fundamental Library Program

My problem has been to find fundamental facts of use to an untrained librarian of a small school. According to Frances Henne, the four parts needed for planning are survey of existing facilities, evaluation of these in terms of effectiveness in school in relation to accepted standards, consideration of other school facilities, and formation of planning program. As I get our library organized, I want to remember that a librarian's main responsibility is reading guidance. At least seventy percent of his time should be given to work with teachers and students.

A good school library system makes use of student assistants who are best trained by actually doing the work under the supervision of the librarian. Their work schedule should rotate duties. In an attempt to get the stress away from the clerical and make it more educational, student librarians may participate in book selection. Academic credit for library assistants is not recommended, but the suggestion is that they be given awards just as students in other areas of service are.

Since I am to have only a half day in the library, I shall need four assistants in the library for the other periods. Routine duties for them will be charging materials, slipping books, verifying and shelving materials, reading shelves, sending weekly overdues and second notices, and clipping. Four other students I expect to use in my classroom where a work table for cataloging, typing cards, repairing books, etc., will be set up. Here I shall keep a file of books slips or order cards made out for books as they are first selected for the library and later placed in the books as they arrive from the supply house. These slips will be used for a basis in typing shelf cards and catalog cards where Wilson cards are not available. Tracings will be typed on the shelf list cards. Then when a card is taken from the shelf file for a book that is weeded or permanently lost, the student assistant may pull the author card, title card and all subject cards as listed, put a rubber band around them and place in front of shelf list until checked and discarded. The use of book repair slips should be useful. Needed binding should be done twice a year when the book card and pocket should be taken out and kept until the book is returned.

Our high school enrollment falls in the 100-300 class for which there should be 1000 to 2700 selected books averaging from nine to ten per pupil with 15 to 25 per cent allowed in duplicate copies. Before preparing a book order, using the shelf list, a mark should be placed in the catalog before each book we have in the library. If the procedure is followed for books added, this check list will be invaluable in avoiding duplications and strengthening weak classifications. Annual withdrawals from weeding should be five per cent. We shall want to consult the High School Standard Catalog for weeding as well as for selecting new books.

Walraven says, "A systematic plan for building the reference collection will, if faithfully followed, develop a worthwhile reference section in a few years." In our size school there should be an encyclopedia replacement at least every five years; the Who's Who in America should be bought every four years; the biographical reference collection should be particularly rich, and a large assortment of books on etiquette should be made available.

Most high schools can use at least thirty magazines and, if funds permit, more. The aim should be to get as many categories represented as possible instead of duplicating. Titles recommended in Martin's Magazines for School Libraries should be a purchasing guide. A high school with an enrollment of 100-300 should have 15 to 20 magazines, one daily and one local newspaper. "The magazine is a storehouse of brain food, and whether it is good, bad, or just indifferent will depend, perhaps, on how many calories or vitamins its contents contain. A magazine that is all cracker-jack, soda pop and dill pickles is hardly as healthy reading as one of good whole-wheat, beef-stock, milk and fresh fruit," states Welraven.

The yearly inventory record should be cumulative and show the books on hand at the beginning of the year, number of books added, number lost or discarded, and the number at the close of the year. This record will have books divided by main classifications. As an inventory aid, a daily chart may be kept near the work table so that as books are added or withdrawn, a notation is made. The librarian's copy of book orders will carry prices paid and a space to check when the book arrives.

A record of daily circulation, classified by fiction and non-fiction, cumulated monthly and yearly, will be in my record book. As a service to teachers, each six weeks a list of new books as they are put on the shelves will be made with books classified by subject and class. One mimeographed copy shall be retained for the librarian's file. Full information about library procedure used shall be written out, step by step. Finally I should like to evaluate our library on a systematic basis. Hard work in all areas of the library should bring tangible results which a careful evaluation will show.

---LaVerne Berglund

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Organizing a New Library

To organize a library I have had to get a general picture of library work-- what has been done, what is being done, and what might be done. I have read as much as I could on the subject. I have listed the books I have read in my bibliography.

The groundwork for our library has already been laid. When I say "organization of library," I mean personnel and materials. The books will be sent to our library already processed and ready for use. It seems to be the trend to have books processed in a central place. It saves time, money, and machinery. Because we have no trained librarians, one of the staff members will have the responsibility for the library.

I must first set up standards and aims in my own records, then meet with the principal and together we must set up school standards that will be presented to the staff for discussion and changes or alterations. In meeting with the staff or any person or group on planning the library, it would be wise to have plans come from the group--steer if necessary, but let them be their plans. This way they can feel the library is theirs and they will try to make a success of it.

I'm quite confident that the staff will suggest student help. The student help should be picked with standards. Douglas, in the Teacher-Librarian's

Handbook helps out on all the steps of organization. I will use her book very much while getting started. Besides high school students as assistants, I would like to have a committee from each grade in the elementary school that uses the library. I would like this committee picked with the idea in mind of helping the children, those who need some responsible job to make them feel socially equal.

Suggestions are given in Douglas for organizing student help. I think library training might first be undertaken in this group. Library training must reach all the students in the school. Through the student council I hope to organize a library club.

When the library staff is ready, we will start by collecting all school materials from the rooms and weed them, and do the same with our library shelves. We will then be prepared to take the books from the district that have been processed. We will have some cataloging and classifying to do. We will have to arrange the books on the shelves. We will use the Dewey Decimal system. We will try to set the library up without the accession record and without the fine system.

I hope to keep the interest of the parents up. They have a committee already arranged. They have collected \$200 for a library. I hope I can get them to spend it for the school library. Before anything is spent, I hope to make out a list of books wanted by the school and try to encourage the parents to make any choices of books they might make from this list.

I would like the parents to handle a Book Fair for us during Book Week or Education Week. I would like to have the parents feel like helping with organizing the library. I would like to establish a birthday book for the children. Have parents choose a book for their child's birthday. A book plate could be placed in the book with the child's name on it. If the idea of book showers ever comes up, I hope to steer it again to the wanted book list and get them to donate money instead of giving books. All these things that I say I want to do, I hope to slyly make their wishes.

After the library is set up and in running order, schedules should be drawn up with the teachers to meet their needs in the library. Particularly is this true of the elementary school. I believe if we posted the elementary school schedule, the high school could use it as they saw fit. If they cared to be in there with a class of elementary students, I think they should be free to do so. I feel that there will necessarily be noise when the younger groups are in the library. That is the way I want it. I like a busy noise. The younger students should learn to love that hour with books and references-- pleasure and information mixed together. They, too, should learn to use the library when the desire and need arises.

If some gifts are to be accepted by the library, it must be understood that the library will use the books as they see fit, before the gift is accepted. No book should be accepted and put on the library shelf that the librarian would not choose and buy herself for the collection.

There should be no duplicate copies unless there is a real need for them.

I want a copy of Walraven & Hall-Quest on hand to help me with indexes to materials in addition to Douglas' book to start with.

Library Manual by Toser is very good for lessons on the use of books. I think this one would be fine along with the Student Assistant material.

These are the books I shall first choose: an unabridged dictionary, Children's Catalog, High School Catalog, some periodicals, Wilson Library Bulletin, Book Displays--January to December, the Library Key, the Student Library Assistant, along with the two I have already mentioned.

---Laurel Redd

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Organization of a Central Library in an Elementary School Classroom

The elementary library's location, size, equipment and furnishings should be on no less a scale than the high school library. It should meet the needs of youth through the early years.

This autumn I will begin teaching in a beautiful new school building built for the elementary grades. The building has an administrator's office, work room, and a teacher's room, but no space assigned for library quarters.

There are at present three extra classrooms. I would like to see one used for audio-visual equipment and one for a central book collection.

In order to organize an elementary library the taxpayers must be shown the tremendous value they will receive from such a library. This may prove to be a long-time selling program, so I wish to begin surely and tactfully with well laid plans.

My plans begin in the classroom. I have one unit on "Trees" completely planned and used in one school to teach the use of the library. It includes teaching material which can extend throughout the school term. Much of this material may be illustrated and loaned to other teachers.

Next, my plans are to work with the teachers, administrator, and personnel within the school. I have excellent pamphlets obtained free or at very small cost to distribute to the teachers. I plan to show them valuable material which could be easily supplied for their use with adequate library service. I have library posters made by the use of the opaque projector. These and other exhibits could be on display at various occasions throughout the year. Teachers already with classroom collections may not wish a central collection for fear of losing some beloved book. I know many advantages of a central library which would be to their advantage. Through personal communication, bulletin board notices, clippings, and displays I may show them that the aim of a central library is to give fair and equal access to books and have them understand that the library can really be the heart of the school.

I have found in The Grade Teacher magazine just the plans I need for organizing a "Book Fair." This would enlist many helpers. I want the "Book Fair" and other activities to be adequately written up in the school newspaper.

After the "Book Fair," I wish to have separate displays and discussions of library materials at P.T.A., such as picture books, book lists and catalogs, reference books, bibliographies, new books versus old books, pamphlets, newspapers, and periodicals, nature books, teen-age books, plus audio-visual aids such as

charts, graphs, bulletin board displays, flannel board stories, films, strip films, opaque projector, tape recorder and phonographs. I wish to have good demonstrations of this equipment. I would encourage and accept help in these demonstrations.

During this time I wish to become acquainted with nearby library facilities. Sponsoring a trip to a library, inviting the librarian to visit our school or P.T.A. may add to this selling program. One M.E.A. meeting might be given over to offering information on the functioning of a successful elementary library. Many M.E.A. presidents welcome the suggestion of program ideas.

I would see the help of pupils, administrator, teachers, room mothers, parents, plus organizations and business people insofar as I can stimulate desire and enthusiasm. I hope to get help in this work from personalities most capable of selling the specific material or work concerned.

Next I have considered the equipment necessary for the library. Floors, acoustics, windows, bulletin board, and lighting plus a sink and cupboards for work space in this classroom are already very desirable for a library. I have visited the State Extension Library. They have offered to give us advice and advantage of experience in the purchase of equipment. I have drawn plans for the book collection. I hope to obtain the services of the teachers to sponsor a class project making plans for the room containing the audio-visual aids.

With these plans ready for consideration by the school board desiring to furnish these library rooms, I would give information illustrating the importance of choosing a capable teacher-librarian. Library quarters must change as the service they house develops. I would advise the purchase of all movable equipment of a high quality. Also the librarian should have recent training. The success of the library service will depend much on the librarian. The service she gives will be in accordance with her training, ability, time, and enthusiasm which she may possess or which she may acquire.

By these efforts on my part, I hope to become better acquainted with the community. I hope to enjoy many new friendships and become a better classroom teacher.

---Evelyn Lowman

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Junior High School Library Organization

Studies of junior high school libraries indicate that there is little difference between the junior high school library and the senior high school library. When properly organized and administered, the junior high school library will meet the needs and interests of the early adolescents.

According to Smith in Junior High School Education, the four functions of the library are: (1) collecting and housing for optimal availability and using an adequate number of suitable books and supplementary materials that are intended to enrich the instructional program of the school; (2) promoting interests, pleasure, and facility in general recreational reading among pupils; (3) increasing skillful and effective reference and research uses of the library by pupils and teachers; and, (4) coordinating the instruction resources of the school in order to promote the general usefulness of the library to teachers, pupils, and administrators.

Since most of the junior high school students have had little or no experience in locating books and material in the school library, it is essential that all materials be classified and arranged in a non-technical manner. If books and materials are classified in a highly technical manner, the students will become discouraged and fail to secure full use of the facilities of the library.

The first step in organizing the library is to bring all the books to a central point for the process of weeding and sorting. In selecting books to be retained, it is essential that a list of recommended and approved books be used as a guide. Perhaps the best lists available for this purpose will be found in the Standard Catalog for High School Libraries and the Children's Catalog. Books not found on the standard list which are to be retained for the library should be carefully checked for their usefulness to the school.

In order that the library may be put to the most effective use by the pupils and teachers, the books and materials should be so organized and arranged that they may be easily located. To provide this service a card catalog containing an alphabetical arrangement of authors, book titles and subjects should be used. A vertical file is a necessity for clippings, pictures, and pamphlet material. An adequate charge and return system should be provided. If required, an inventory may be taken from the shelf list.

Mary Peacock Douglas, in The Teacher-Librarian's Handbook, says: The school library is a service agency. It functions to further the school's objectives. It has no distinct subject matter but provides materials for all subjects and all interests of pupils and teachers. It becomes increasingly effective as teachers and pupils learn to use its resources and employ its services for their work and play purposes. Through the library, books and other materials are distributed to individuals, groups, and classes. They are sent freely to classrooms, laboratories, shops, and study centers. From all the parts of the school, pupils, teachers, committees, classes, and individuals come to the library to use books, magazines, pictures, maps, and audio-visual materials to secure facts and illustrative materials to read.

The modern junior high school should make provisions for the acquisition and use of audio-visual equipment and materials. The librarian should take the

initiative in securing this equipment. If a new school or library is to be built, provisions should be made for storing and checking out audio-visual equipment and materials from the central library.

Freeman Glen Macomber in Teaching in the Modern Secondary School says: In addition to a well-planned and well-equipped school library, there is need for room libraries in most of the classrooms. The modern classroom is a place where the pupils and the teacher come to work together under teacher guidance, not a place in which to recite on assigned lessons. If this is to be achieved, study materials must be immediately at hand.

The library should become the hub of the instructional program and serve as a genuine laboratory of learning.

---LaNelle Moore

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Motivation in the Junior High Library

One of the most difficult and perplexing problems that faces the classroom teacher and librarian is the motivation of the students in the use of the library. This is a broad subject and I would like to explore only one specific area. This is the area of motivating the junior high student in the use of the library.

First we should look at the definition of motivation in regard to the library. Motivation is "the stimulation of an active interest in the library, through appeal to associated interests or by special devices." Motivation in the library may come about in different ways but basically there are two general areas in which the junior high school student can be motivated. These areas are through the school and the parent. Two things that must be remembered are: (1) library use is an attitude and must be developed as such, and, (2) these two areas, school and parent, are at times interrelated in the motivation of the student. Also, when we speak of the school, we are referring to both the teacher and librarian.

Before we go into specific techniques of motivation, I would like to set up ten criteria or rules to be used in using techniques of motivation. These rules are:

1. Let the children have a part in the planning, evaluating, and recording of the reading program.
2. Stimulate the individual child to read at his own rate of speed.
3. Give the child a feeling of belonging to a library program where reading is considered a major part of life.
4. Create an attitude toward reading as a leisure time activity, rather than an required lesson-learning assignment.
5. Provide real fun and pleasure in presenting good book reports.
6. Afford opportunities for better oral and written English.
7. Provide a method for librarian and children to work together.
8. Allow children to choose their own leisure reading material.
9. Create an enthusiasm for reading by sharing books and reading experiences of the whole group.
10. Capitalize on the hobbies and interests of the individual student and group.

Now for some specific techniques of motivation given in the January 1, 1958 issue of Library Journal, pages 18-23. They are:

1. Reading list in which libraries and schools prepare selected lists of good books for various interests and ages.
2. Reading records which consist of publicizing interesting lists of books read by individual children in school.
3. Sources of children's books: Sometimes children are deprived of good reading simply because parents do not know how and where to find the right book, so the school can help by supplying information for pupils to take home.
4. School programs in form of skits, plays and scripts.
5. Community reading surveys where students under the guidance of a teacher or librarian, conduct a survey of reading in the family.
6. Display of rare and interesting books and collections.
7. Books for the home where the nucleus of a home library in both paperback and hard covered books of various cost are displayed in bookstores and at school.
8. International Salute, in which a town or city of similar size is chosen by the students and an exchange of books, pictures and information is carried on.
9. Bookstalls and mobile displays using library books and facilities.
10. Oral reading of excerpts of interesting books are given in the classroom by teacher and pupils.

Other motivation techniques are the library club sponsored by the Library Club of American and handled at the local level by the teacher and librarian. The club is to stimulate through schools and libraries systematic reading and use of the library by young people. Pins and certificates are given as awards for reading certain number of books. Another technique is the use of a basic course in library use covering books, their history, Dewey Decimal system and classification, card catalog, reference books, periodicals and other library material. This course can be expanded or condensed to fit the situation and at the discretion of the teacher and librarian.

Parents can motivate the student by developing and having an attitude of pleasure and enjoyment toward books and the library. Also by becoming good readers and users of books and library facilities, participation in public meetings, discussions and forums on reading and the library, volunteer help in the school library and using such devices in the home as leaving books open to interesting illustrations or passages, tantalizing incidents quoted and left incomplete, a book read aloud and by design, left unfinished, and most important, having an old fashioned reading hour in the home when each member of the family would take a turn reading aloud from a book or story. Such an hour would help to instill a respect and love in the student for books and the printed word.

In summary, we might say that any technique used is justified because the end justifies the means, provided the means are honest. Also, as parents, teachers and librarians, we have the power to open up a wonderful world of books and reading to the student and if we fail, we not only fail the student, but ourselves, too.

---James S. Myhre

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Scheduling the Junior High School Library

For many years it has been the hope and dream of librarians and curriculum makers that the library would become the center of all school activity. In far too many cases these hopes have not been realized. The principal cause of this difficulty seems to be a matter of scheduling the library for maximum use by all students and teachers. In many junior high schools the ninth grade students are enrolled in study hall which usually meets in the library. Where scheduling of this type exists, the librarian spends his time "keeping study hall" or doing clerical work. In many other junior high schools, the seventh and eighth grades are scheduled for six classes or five classes and one activity leaving no free period for using the library.

Scheduling of students for library periods is primarily an administrative problem. With the librarian taken the initiative and doing the preliminary work, it might be possible to arrange a library schedule affording each pupil and teacher an opportunity to become acquainted with, and use the resources of, the school library.

Elsa Berner in her magazine article, "The Library Program in a Junior High School," The High School Journal, December, 1941, pages 362-367, gives a detailed outline of a library program that has worked successfully. The following quotations and remarks are taken from this article.

1. Everyone uses the library some. Reading is looked upon as a proper normal activity.
2. It is essential to provide repeated experiences in a library where there is a wide choice of books, an atmosphere conducive to reading and helpful personal attention available.
3. The plan originally scheduled each seventh and eighth grade class to visit the library once a week accompanied by the teacher from whose room they came.
4. The schedule was made by the librarian. The library schedule was placed on the general school schedule.
5. A very essential feature of the plan has been the presence of the teacher while the class is there.
6. Seventh and eighth grade classes were later schedule for library periods during the general education period.
7. At the beginning of the program, the ninth grade pupils were not scheduled for library as most of them were enrolled in study hall and had access to the library. When study halls were eliminated, the ninth grade students were scheduled for library periods from the general education classes.
8. A ~~con~~crete effort is made to help ninth grade students read on a more mature level.
9. Some results of the program are:
 - (a) Children read both for pleasure and information naturally and happily.
 - (b) The library is a much loved and popular place.
 - (c) The children are independent in their ability to use the library tools and resources.
 - (d) There has been a marked growth in the teachers' knowledge of books and library resources and ability to make use of these resources for the benefit of the children.

Several years later a report in book form entitled Integrating Library Instruction with Classroom Teaching at Plainview Junior High School by Elsa Berner showed the results of the above program.

A program of this type, with suitable changes to take care of local situations, could be employed by any school large enough to employ a full time librarian.

---Herman Moore

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Library Lessons at the Junior High Level

There is a growing awareness of the need of teaching young people how to use the library. Today pupil participation, projects and activities, creative education and the scientific attitude of verifying require closer contacts with libraries. The importance of gaining competence in the use of the library during junior high school years cannot be overemphasized. This should be a long-term program that requires active participation of the administration and teachers working together with the librarian. Lessons on library usage must be motivated to be effective and for this reason, instruction is more effective when given by the teacher in a natural situation than when given by the librarian as an isolated unit.

Three major academic departments, English, social studies and science are naturally the proper place for this training. Manual arts, music, foreign languages and similar fields follow the same general plan but less extensively.

The first series of lessons should be designed to give a basic working knowledge. They should be kept simple and practical dealing only with the minimum essentials covering rules, organization and knowledge of library materials.

The objectives may be summarized as follows:

1. To help children become independent in finding materials.
2. To encourage reading for enjoyment.
3. To teach acceptable library behavior.
4. To teach library rules concerning the circulation and use of books.
5. To develop the ability to concentrate on individual work.

This instruction should be taught preferably in English or orientation classes. Most or all lessons should be given in the library where demonstration and practice are possible at the rate of one a week for ten or twelve weeks.

These lesson plans for orientation are written by the librarian and should be taught by the librarian or an experienced teacher with a beginning teacher observing and assisting.

The following topics for orientation have been found to be both practical and popular.

- Lesson I - Purposes and rules of the library.
- Lesson II - Class visits library. Instruction given for charging, returning, care, division and location of books, also location and use of card catalog. Allow each student to charge a book.
- Lesson III - Call numbers and arrangement of fiction.
- Lesson IV - Call numbers and arrangement of non-fiction.
- Lesson V - Review and test.
- Lesson VI - Use of card catalog.
- Lesson VII - Call numbers for biography.
- Lesson VIII - Miscellaneous information.
- Lesson IX - Practice and test in finding books by using the title card.
- Lesson X - Practice and test in finding books written by a given author.
- Lesson XI - Practice and test in finding books by using the subject card.
- Lesson XII - Test for summary and review.

Lessons on library orientation should be followed by teaching book and library techniques as a regular part of classroom teaching in various departments of the junior high school. Individual teachers develop their own methods as they become acquainted with the content of the lessons and what requires emphasis.

Some time spent on each of the following should be profitable:

1. Using the catalog for information about books.
2. General encyclopedias.
3. World almanac and other yearbooks.
4. English language dictionaries.
5. Biographical reference work.
6. Geographical reference work (atlases and gazetteers).
7. Magazines for recreational reading and reference.
8. Reading guidance.
9. Personal libraries.
10. Reference work in English.
11. Reference tools for poetry.
12. Using all library resources on a subject.
13. Note taking.
14. Bibliographies.
15. Using material arranged in alphabetical order.
16. Parts of a book.
17. Use of the public library.

Detailed lesson plans should be worked out by the department teacher and librarian usually enlarging on some unit of particular interest in any given department's program. Materials already in the library are surveyed and plans made for the most efficient methods of using them. These plans should give every child a minimum of library experience and instruction with every subject field in which he works.

No hard and fast plan can be used in this program. Each school and school library has a unique personality made up of the student body, the personnel, the physical plant, and other factors. The plan must be flexible enough to be adapted to this personality.

Circulation Control Problems in the Junior High School Library

Lost and overdue books are usually those needed by faculty and students, causing the educational program of the school to suffer. The student's individual responsibility in relation to library resources and the educational program might well be an item in library orientation by the English department. Faculty members using library resources extensively in their instructional work could lend much assistance in reminding students of their responsibilities. A great part of the educational process consists in alerting a student to a proper respect for the world of books.

The children's department of the New York Public Library has decreased its overdues by giving each child a bookmark showing a calendar of the current month. As books are taken out, the child checks the withdrawal date, and the calendar serves as a constant reminder of the date due. Both boys and girls are interested not only in returning books on time, but in checking the number of times they come to the library.

Harris County Library is going to try a system whereby no fines will be charged at all, but the privilege of borrowing will be determined by promptness of returning books. The number of books borrowed by any one child depends upon his record for promptness. Punctuality gives him credit; tardiness decreases it. This system opens the way for the child to meet his own obligations, and is absolutely democratic for the child with money is treated exactly the same as the child without.

Dartmouth gives 40 per cent discount if fines are paid when books are turned in, and a 20 per cent discount if fines are paid on receipt of the first notice, but a 50 per cent collection charge if the student is billed from the bursar's office. This method seems to appeal to the economy-minded student.

Discipline and admonition turn the trick at Williamsport, Pennsylvania. If books are returned late, a little talk with the offender is usually sufficient, but in some cases it is necessary to suspend the borrower's card.

As a remedy for the problem of the overdue book, A. G. Shepard proposes an overdue book week. It was held as an emergency measure since many people were unable to borrow books because of fines they had to pay. It was arranged to release cards to hundreds of borrowers who needed the library for recreation and reference. The week was advertised by posters in the library and in the streets with the slogan, "Return Your Book on Time and Save the Fine." School teachers and newspapers were asked to explain the week. On the first day so many children swarmed into the library that extra assistants were needed to attend to them. At the end of the week, 10,888 fines had been cancelled and many lost books were returned anonymously by people who had changed their address. Circulation increased 70 per cent in the children's library and 18 per cent in the adult library. A box was then placed at the entrance to the library with the statement, "The public is invited to put into this box any library books long overdue, or any library books which have been taken from the building without being properly charged.

A method similar to the above was suggested by Frances Wells in one of the discussions of our group. She used an "F" day, which was advertised around the school. Notices to watch for "F" day appeared on the daily absence sheet and on posters which appeared all over the school. The mystery of "F" day was revealed one day in advance. This day was one in which any overdue library book could be

returned without paying any fine. It could only be used once a year or when a vast number of books became overdue because the students might wait for this day if they know it is coming.

In Madison Public Library in New Jersey, fines have been abolished because fines have a detrimental effect on the child, decrease circulation, are psychologically unconstructive and discourage reading, especially in the case of children of lower mentality, are time-consuming and tempt the students to petty dishonesty.

At O.S.C fines are not collected by the library but are deducted from the student's breakage deposit by the business office once a month and a receipt is mailed to the student. This could be done through the library if a book deposit is collected in your school. The futility of sending overdue notices, most of which go to old offenders who pay no attention to them, and 90 per cent of whom would bring back their books anyway. It is suggested that it would save money, paper and time to wait for a month before sending the first notice. The 10 per cent who ignore notices must then be tracked down individually and fined heavily.

It was suggested to use a visible file index which can be obtained from the Remington Rand Company, which indexed outstanding fines by number and was referred to each time a patron took out a book. It had 160 registration numbers of each sheet. If the patron owes a fine, this visible index shows it by a pencil mark after his number which can be erased. The fine slips are filed numerically in a tray near the visible index itself. The patron cannot take out any more books until his fines are paid. There is no point in recording fines if there is no intention or means of ever collecting them. When the students realize that the library intends to discharge its responsibility as a custodian of public property, the overdue situation is improved.

—John Francis

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Formulating a Library Policy

A library policy is a written statement of the goals to which the total resources of the library are directed, and a declaration of the way in which the resources might be best employed. To form a policy for a library, the first thing to be considered is to whom will it give service. In this case, it is to the students and faculty of a large high school. This being known, the factors which influence the formulating of policy may be considered. Acquisition of library materials, circulation, library hours, and discipline require some device of control to be set up. More areas may need coverage in individual situations.

Acquisition of library materials may be entirely the librarian's responsibility, may be lodged with a faculty committee, or may be a combination of the two. The librarian will find that the establishment of a clearly defined policy on selection will provide the best arrangement for faculty help. It should be positively established that although faculty help is appreciated, it is just that--help. The librarian has been hired as a person who approaches competency in the field of library operation and therefore should be expected to have a more than adequate knowledge of all phases of it--selection being just one phase.

A policy concerning circulation is necessary for the information of all those who use the library. The restrictions on the number of books allowed to be checked out, how long a period of time, just what materials leave or do not leave the library, overdue books, and fines are all important items to be dealt with. Confusion as to policies of circulation will undoubtedly impede library service by congesting the charging desk with unnecessary paper work.

The hours during which the library is open or closed are determined to a great extent by the routines peculiar to individual schools. The beginning of the librarian's day may be when "home room period" begins and it may end with the last class of the day or be extended for a half hour or hour beyond the last class. The librarian may or may not be able to take an hour for lunch. The guide, or policy in this case must be one of observation of the use of the library and many arrangements may be suitable. In order to eliminate confusion about library hours, one pattern should be established and faithfully maintained. A little experimentation with different time arrangements would lead to the discovery of the times most convenient to the patrons and most satisfactory to the librarian.

Discipline in the high school library depends largely on the discipline pattern of the school as a whole. In some instances, a policy for disciplining violators of the school standards is evident while in others the whole atmosphere is very casual. Regardless of conduct in other areas of the school, the library should maintain a discipline policy which will insure order. On the other hand, a situation must not be created in which the students find it difficult to work. It may not be easy to do but the library should be the one place to which a study or faculty member may go and be assured "peace and quiet." What is "peace and quiet"? An atmosphere of "peace and quiet" exists when the users of the library are not distracted by one another. A certain amount of noise or movement accompanies us all and a policy of flexibility is desirable in the area of library discipline.

The overall policy of the school library should be usefulness and service to students and faculty. The Vancouver, B. C. School Librarian's Handbook states: "All officials, special services, and organization, within the school system exist primarily to assist the classroom teachers to produce the best teaching-learning situation. The school library should be considered as one of the most important services available to teachers and pupils."

In order to be of service to the school, the library must in some way regulate its activities for efficiency but must not over-regulate for regulation's sake. Unless a regulation or policy serves a real need, then it is better not developed. A library policy to be valuable must be purposeful and workable at the same time, to not be antiquated or cumbersome but in keeping with school life and the philosophies of the day.

A conclusion reached as a result of this study is that a library policy is not formed by preparing a list of things to do and not to do. A library policy will come as a result of experience and practical application. Great benefit may be obtained by considering the aspects of library operation and service that will need close supervision. Planning and preparation are basic to any attempt to formulate a library policy.

---William Forsyth

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Reference Materials for the High School Library

At the present time, my concern as a high school librarian is in the area of reference materials. As the success of the reference section of a school library depends upon the possession of the right materials, I have tried to ascertain what those materials should include and to find good guides to aid in the securing of those materials.

My reference reading disclosed that certain percentages have been set up for choosing reference books in the various classifications, but that these can be used only as a guide and not as a hard and fast rule. These percentages must be flexible to provide the right books for a particular school and its curriculum and for the interests of the pupils in a certain locality.

The school reference library collection should be adequate to meet the instructional needs which arise in a particular school and should be related to the curriculum of that school.

The material should satisfy the needs of the individual student as that need arises in his class work or personal interest areas. The value of reference materials lies in their use and not the mere possession of them.

What should I include in the reference library? I have arrived at the following as they seem to meet my needs.

Since about 75 per cent of all questions asked the reference librarian can be found in a good unabridged dictionary, a set of encyclopedias, and the World Almanac, careful thought should be given to the selection and purchase of the best of each for your library's needs.

There are several good sources for help in selecting dictionaries among which are Winchell's Guide to Reference Books, Wyer's Reference Work, and Graham's Bookman's Manual.

The Booklist and Subscription Books Bulletin are invaluable aids in the choosing of a good set of encyclopedias as they give a review of all the good sets.

The choosing of good authoritative books is important. Here the librarian can enlist the help of the classroom teacher by asking him to select books for his particular field. As many aids as possible should be put at the disposal of the teacher to help him in his selection. Some which the librarian and teacher could use are A Guide to Reference Books by Constance Winchell, A Basic Book Collection for High Schools as compiled by the American Library Association and the NEA Committee, and the Standard Catalog for High School Libraries.

Pamphlets, periodicals, and other printed materials are included. Much free materials of this kind is available upon request.

Some authorities believe that the reference library is not complete unless all audio-visual aids are included in it.

Demand and funds available must be a primary consideration in selecting reference material. It must be useful, accessible, and current in most instances. All material should be chosen with care and discretion and should be geared to meet the needs of the school.

---Jewell Schnebly

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Our Teen-Age Browsing Shelf

We are going to have a brand new section in our high school library--a teen-age browsing shelf. The idea grew out of our desire for a suitable method of organizing and making easily available to our students those materials peculiarly for the teen-ager--materials which hold the answers to the all-important personal questions of the adolescent. We were thinking at this time in terms of a very special type of material, that of growing up, which included sex education, of dating and marriage.

Until now such materials have been classified and kept with their subject groups where they could be readily found and checked out. Pamphlets could be checked out, too, but they must be asked for. This, we felt, was excluding a large group of students who would in all probability, never check out a book on such subjects. Don't even mention asking for material on them! So we had a problem, but no ideas. What to do with these special materials so that they would reach everyone--the bashful as well as the bold. How to place them so that all could find and read, and not have to say a word about them to anyone.

We began listing possibilities for a "site," always with one requirement uppermost in our thoughts. Whatever spot or arrangement we chose, it must be accessible and inviting. Of course it must be in the reading room. Window sill? (Ours are long and deep.) No, too high for sitting purposes and we wanted a relaxing atmosphere. A shelf in one of the permanent sections? No. Not different enough. A table? Perhaps. But would a table be large enough for our purposes? No. Then why not a table against a shelf? Some extremely interesting displays have been made in this way. But no. A table permanently in front of the shelves would be an obstruction. And anyway, this wasn't to be a display exactly. Definitely not in front of the shelves. In a corner? Yes--

a light, cheerful corner. Off the beaten path, if possible.

We have such a corner, with enough wall space for a bookcase, and with windows on both sides; and we have an open, movable bookcase. A table and chairs, and two or three other chairs in strategic, sort of by-themselves places, we hope will attract readers to our "shelf." We think we will inscribe in modest black lettering on a streamer A BROWSING SHELF FOR YOU and put it across the front edge of the top shelf.

As we have planned our browsing shelf, it has grown somewhat in scope. By stages we decided to add materials on conduct of life, etiquette and grooming. When our shelf is a little older, we may put in something on teenagers in other lands, a young people's book of hobbies, a volume of super-special poetry. But everything, book or pamphlet, must be written especially for the high school student.

In addition to this test of content, the books that find their way into the new collection must pass one more test, in a way more important than the first. Every book must be small. No matter how appropriate its message, a large book may not become a member of the elite group destined for the browsing shelf. However, if the book is small but just wasn't born with eye appeal, we will dress it up in a bright jacket and plastic cover. Our pamphlet material we will leave as it is since so many pamphlets have quite attractive covers with titles clearly written, and they certainly don't present any great challenge in the matter of length. If a pamphlet does not appear too attractive, we will give it the beauty treatment, too.

We may do a little rearranging of furniture in our library because we want the reader we hope to lure into our corner to feel secure in his privacy, but at the same time not so isolated way off there as to be conspicuous. So we will place other tables at respectful distances and bring some more movable bookcases into that general area. Just placing the corner table at a different angle from the others will be a start toward setting it off.

We think we will introduce our new browsing shelf without fanfare; we have found that our library enthusiasts are confirmed explorers at heart and what is there they will find. But later we might use a few posters or other motivating devices.

Everything on the shelf may circulate, or the student can come in and read as much as he wants without ever checking anything out. Our library is open as long as there are students in the building, and they come all day long on passes. So there is ample time for everyone to browse at will.

We feel fortunate that we have the space in our library for a plan such as ours, but we also believe strongly that any librarian who really wants to try our idea can do it in a much smaller space than we plan to use. An improvised bookcase can be used, and chairs can be placed near it—a table isn't absolutely essential. Of first importance is the creating of an atmosphere of easy informality, apart but not too far apart from the life of the library. Gather the materials; provide a place to relax for a while, and the reader will find his way there.

Just as we know that the high school teen-ager looks forward always and does not want to be placed with the younger boys and girls whom he has outgrown, so we are sure that in keeping with his trend away from peer influence he

welcomes a chance to be alone with his reading and his thoughts. He is growing up; he has many problems and questions for which we want him to have the right answers. We want to help him, and we think we have at least one way of doing it.

--Jean Vaughan

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Public Library Reference Aid to the Student

In a recent survey of 25 up-to-date selected public libraries, several mentioned the problems of trying to serve adequately the greatly increased demands of students from the grammar school through to the graduate student. To meet this trend the public librarian has an added responsibility. Not only must she know her tools but must be prepared to inform and help develop a novice reference student into a desirable adult library patron. To successfully meet this challenge, reference librarians must work toward the goal of developing a self-sufficient student.

At no time is it so possible for a school and public librarian to unite as when they are helping a student. Many times the public library will have more material from which to draw but it should be understood that school facilities have been exhausted. The use of the two libraries by students should be on a cooperative basis, not a competitive one.

Teachers and librarians may co-operate in a number of ways. The three following appear to be practical suggestions.

1. Stagger freshman theme assignments; particularly those using periodicals for reference material.
2. Setting up a program whereby freshman English classes visit the public library during Book Week for an orientation tour. This tour would be in the nature of a follow-up of the library classes given in English.
3. The public library should make a concentrated effort to keep a comprehensive and current collection of local and state history material. The library is ordinarily the only source of such material which is used by city and rural grade and high school students.

When the student approaches you, he may be prepared to state his question or you may have to conduct a downright cross-examination to discover what he wants. Be courteous, interested, and friendly; you don't want to lose him.

When the question is before you, there will come quickly to your mind a number of approaches, clues, or hurdles, namely:

1. In what field does the subject lie?
2. May it be approached from a biographic view?
3. The date or period may be a clue.
4. The locale may be important.
5. A bibliography may be the tool needed.

At this point find out how much of the work the student is able to do and show him how to go ahead.

1. Seventy-five per cent of the questions are answered in the dictionary and a good fifteen per cent more in the encyclopedia.
2. If necessary, briefly explain the card catalog.
3. Is he acquainted with the Reader's Guide?
4. Is he acquainted with the vertical file?
5. Point out the pamphlet rack.

6. Explain other reference areas such as atlases, gazetteers, indexes, etc.
7. If you are selecting material, do not overload him. Ten books are discouraging when one is sufficient.

When you have sent the student on his way to use this material, assure him of your further assistance and keep half an eye on him. A capable student is one able to stand on his own feet. With guidance there is no reason he should not eventually become almost as well acquainted with general material as the librarian. As an adult, this capable student will be an intelligent patron, a desirable board member, an interested supporter of his own public library.

---Virginia E. Schulte

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Organization of the Book Collection in Relation to Best Utilization of Shelf Space Including a Discard Program

The problem in our library is lack of space to accommodate our growing collection of books. From discussions and reading at the present Library Workshop, I feel that our books could be arranged to better advantage by a complete rearrangement of our stacks and office furniture. We have a number of duplicate copies and in some cases, third and fourth copies in the adult fiction and non-fiction shelves that do not circulate enough to warrant the space that they occupy. At present a number of our juvenile books are placed on two small tables that occupy too much floor space and are difficult to keep in order. I feel these could be placed to better advantage in shelves. By rearrangement of our office space, room could be made for our reading table and reference work which at the present time is adjacent to our juvenile section.

The book collection must present an attractive and interesting appearance if we are to attract readers, as old shabby books will repel them. This is very apparent in our library as one group of the books that we get have the attractive jackets left on them. On the rest of our books the jackets are removed and except where people are looking for definite titles, the ones in the colorful jackets circulate the most.

Wherever weeding is mentioned, there are a number of arguments against it. For generations people were taught that no one but a vandal would destroy a book; however, if it no longer serves a useful purpose, it is so much junk.

Others mention that in some future date, some one may need the particular volume in question, but in small libraries all that can be considered is today because specialized material may be obtained from the State Library or from the Bibliographical Center at Denver, Colorado.

Putting off till some future indefinite date is one of the most frequent reasons why discarding isn't attended to, but fortunately crowded shelves will force the necessary action. Those with experience recommend continuous and systematic discarding as this task is as necessary as the selection of new books. One of the arguments against discarding is the cost but if the book needs to be discarded, it is a liability and can be discarded cheaper than space can be provided for it. If weeding is to be done efficiently a definite procedure must be followed.

All non-fiction books should be checked to determine their age. Most non-fiction books more than five or ten years old should be set aside and checked against recognized lists recommended for libraries such as the Fiction Catalog, Standard Catalog for Public Libraries, Standard Catalog for High School Libraries and Children's Catalog. Books in these lists should be retained and others disposed of unless there is a definite reason for retaining them.

The exchange of surplus copies of good, serviceable books that is being used in Montana would be a worthwhile method of disposing of books in a manner to be mutually beneficial to all libraries concerned.

Books that are too badly worn to be repaired or which are shabby and dirty should be disposed of. Books with very fine print or yellowed pages are not an asset to the collection.

Books whose contents are definitely out of date should not be retained. Sets of books which are wholly out of date should be discarded.

---Flora Packer

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Teaching Tools. Ver Halen Pub. Co., 6327 Santa Monica Blvd. Los Angeles 38.

Library Journal, Saturday Review, Scholastic Teacher, The Instructor. (magazines with audio-visual sections).

Catalogs:

Children's Music Center, 2858 West Pico Blvd., Los Angeles 6, Calif. (Request catalog on school letterhead free)

Children's Reading Service, 1078 St. John's Place, Brooklyn 13, N. Y. (Single copy of catalog free)-

Directory of Tape Recordings, Audio-Visual Education Center, Univ. of Michigan, 4028 Administration Bldg., Ann Arbor, Mich.

Educational Film Guide and Film Strip Guide, H. W. Wilson Co., 950 University Ave., New York 52. (Most complete list of films for sale)

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Newbery Award Records, 221 Fourth Ave., New York 3. (Request catalog of records available)

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